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## The Music Achievement of College Students at Various Levels of Music Talent and Psychological Rating

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If those who have charge of the preparation of music supervisors and teachers knew what could reasonably be expected of college students at various levels of music talent and psychological rating, it would serve as an excellent aid in the organization of courses and the improvement of teaching, as well as in the selection of students for the curriculum in music supervision. The various levels of music talent and psychological rating may be determined at the beginning of the first quarter of the freshman year, but it takes four years to find out what students with these varying talents will accomplish during their college courses.

The main purpose of the present study is to ascertain the musical achievement of college students at various levels of music talent and psychological rating. To find an adequate answer to this problem it is necessary to have the talent scores, psychological percentiles, and quarter grades of a large number of students covering a series of years. In 1924 the department of music of the Indiana State Teachers College began recording the music talent scores and

psychological percentiles of its entering freshmen students. It was decided during the present year to use these data in an effort to answer not only the problem stated above but also other problems that are closely related to it.

### SPECIFIC PROBLEMS TO BE ANSWERED

A few of the specific questions to be answered in the study are:

1. Are the students on the special music curriculums more talented in music than students on other curriculums in the college?
2. Are the special music students as high in their performance on the psychological tests as students on other curriculums in the college?
3. What relation exists between grades in ear training and sight singing and music talent scores?
4. What relation exists between grades in ear training and sight singing and performance on the psychological tests?
5. What percentage of students with music talent scores at various levels will make grades in ear training and sight singing at various levels?

6. What percentage of students with psychological percentiles at various levels will make grades at various levels?

7. What will be the average scholarship index in ear training and sight singing of students whose music talent scores fall at various levels?

8. What will be the average scholarship index in ear training and sight singing of students whose psychological percentiles fall at various levels?

9. What percentage of students whose music talent scores and psychological percentiles both fall at various levels will make grades at various levels?

10. What will be the average scholarship index in ear training and sight singing of students whose music talent scores and psychological ratings both fall at various levels?

#### STUDENTS AND TESTS USED IN THE STUDY

This study deals with 403 students who have enrolled on the special music curriculum at the Indiana State Teachers College during the last ten years, and with 142 students who are enrolled on general curriculums in the college.

Each of these students was given the Seashore Musical Talent Tests and a psychological examination, various tests having been used during this time; however, since percentile ranking is used, the rankings on all psychological examinations are comparable. The quarter grades in all of the ear training and sight singing courses required for graduation from the special music curriculum were available for the special music students. The tests for pitch, intensity, time, consonance, and memory were used in testing for talent. The pitch test was given three times, and each of the others was given twice, the best score being recorded. This was done in order to approach the physiological limit.

In order to find whether the 403 special music students who were being investigated were students with more than the average music talent they were compared with 142 students who were on curriculums other than music. The results of this comparison are given in Table I.

It would seem that the special music students are a rather select group when they enter, that is, they have chosen a subject in which they are considerably more talented than the students on the non-music curriculums of the college. The median in pitch for the special music students is eighty-eight while it is thirty-two for the students on non-music courses. The medians for the five traits, pitch, intensity, time, consonance, and memory are an average thirty-three points higher for the special music students.

When the percentile rankings on the psychological tests of these 403 special music students are compared with those of the entire student body it will be noted that the special music students are higher than any other group with which it is fair to compare them except the freshmen on the regular college curriculum. Table II shows the result of this comparison.

The mean of the special group is fifty-four against fifty for all other freshmen. We have here, then, a group of students superior in music talent to the students on non-music curriculums in the college, and slightly superior in their performance on the psychological tests to the entire body of freshmen.

If it is assumed that the system of giving quarter grades in ear training and sight singing is good and that the measures of music talent are reliable, there should be some correlation between the music talent scores and the grades. To make such a cor-

TABLE I  
COMPARISON OF MUSIC TALENT OF SPECIAL MUSIC STUDENTS AND  
STUDENTS ON GENERAL CURRICULUMS

Tests	Special music students				Non-music students			
	Mean	S.D.	Median	Number	Mean	S.D.	Median	Number
Pitch	80.37	22.5	88.42	403	40.9	39.9	31.7	134
Intensity	70.90	25.17	74.77	402	50.2	23.	50.3	139
Time	73.7	27.42	83.24	403	52.		51.6	132
Consonance	78.47	23.84	87.76	403	57.9	31.	58.7	143
Memory	79.05	20.15	83.84	403	55.3	29.	63.1	142

TABLE II  
MEAN AND MEDIAN PERCENTILE RATINGS OF  
THE STUDENTS IN THE FALL QUARTER, 1929  
IN THE INDIANA STATE TEACHERS COL-  
LEGE ON THE BASIS OF THEIR PERFORM-  
ANCE ON THE PSYCHOLOGICAL TESTS  
GIVEN

Groups of students	Median	Mean	Number
Total school	54.32	52.7	1311
Total freshmen	49.75	49.55	589
Total special	49.58	48.55	581
Total regular			
college	68.38	61.8	399
Total elementary	44.04	45.4	304
Freshmen of			
special music			
curriculum			
during ten			
year period	53.7	52.94	378
Total college			
freshmen	62.		149
Total special			
freshmen	47.		255
Total elementary			
freshmen	41.		163

relation as this, the scores in the various traits of music talent (pitch, intensity, time, consonance, and memory) for each student must be reduced to a single figure. This was done by converting the raw score of each trait to a standard score. The standard scores for each student were then combined by addition, thus producing a composite standard score representing the music talent of each student. The scores and grades of 397 students were correlated. The result was a correlation of  $.461 \pm .027$ . This is about what is expected when native capacity scores are correlated with achievement. The psychological percentiles and grades in ear training and sight singing were available for 374 students. The result of correlation between these percentiles and grades was  $.399 \pm .043$ , or about the same as for music talent and grades. It would seem from these correlations that the

psychological percentiles of the students have about the same influence upon achievement in music as does music talent.

In an effort to determine whether or not there is a tendency for the students who have high music talent scores to have high psychological percentiles the students were divided into four groups on the basis of their music talent scores. The scores below the first quartile represent the least talented group. Scores between the first and second quartiles represent the next to the least talented group. Scores between the second and third quartiles represent the next to the most talented group, and scores above the third quartile represent the most talented group. In this discussion "group one" will refer to the least talented, "group two" to the next to the least talented group, "group three" to the next to the most talented group, and "group four" to the most talented group. Table III shows the means, medians, and standard deviations of the psychological percentiles of the special music students at various levels of music talent.

The mean and median of each group except the most talented one are almost the same. The skewness of each group except the most talented is slight. Both of these facts indicate a fairly normal distribution for each group except the most talented. The median would be the best measure of central tendency here. The median of the psychological percentiles of the least talented group is (in round numbers) forty-six. That of the next to the lowest group is fifty-two, while that of the next to the highest group is forty-nine, and that of the highest group is seventy. There is an increase in psychological rating for each group over the group just below it in each case except the third group. The most

TABLE III  
MEANS, MEDIANS, AND STANDARD DEVIATIONS OF THE PSYCHOLOGICAL PERCENTILES OF THE  
STUDENTS AT VARIOUS LEVELS OF MUSIC TALENT

Group	Mean	S.D.	Median	Skewness	Number
I	45.62	25.43	46.5	-.103	93
II	50.78	24.94	52.5	-.206	93
III	51.47	24.75	48.75	+.325	92
IV	65.05	28.79	70.	-1.07	96
Total	52.94	28.05	53.7	-.06	378

talented group is twenty-four points higher than the least talented group.

When these same students are divided into four groups on the basis of their psychological ratings, and the means, medians, and standard deviations of the music talent scores are computed the differences are not so great. Table IV shows the result of this comparison.

TABLE IV  
MEANS, MEDIANS, AND STANDARD DEVIATIONS OF MUSIC TALENT OF STUDENTS AT VARIOUS LEVELS OF PSYCHOLOGICAL RATINGS

Group	Mean	S.D.	Median	Skewness	Number
I	71.55	17.65	75.5	-.671	94
II	73.78	14.57	75.63	-.38	97
III	71.74	15.12	71.87	-.025	91
IV	86.2	14.68	85.5	+.143	92
Total	76.68	16.29	76.78	-.018	401

The distributions are fairly normal except in the lowest group of psychological percentiles. The median of the music talent scores for the lowest group in psychological percentiles is seventy-five. That of the next to the lowest group is almost exactly the same, and that of the next to the highest group is only seventy-two, while that of the highest group is eighty-five. The difference between the lowest group and the highest group here is only ten. Here the composite standard scores of the music talent have been converted into percentile rank for purposes of comparison.

If the music talent tests really predict what may be expected of college students in their music courses it should show in the scholarship indexes of the students. Grades at Indiana State Teachers College are given on a five point system. For the purpose of this study we have let the grade A be represented by five, B by four, C by three, D by two, and F by one. Therefore an average grade of three would represent a scholarship index of fifty. The mean, median, and standard deviation of the scholarship indexes in ear training and sight singing were computed for the students in each of the four talent groups. Table V shows the results of this comparison.

The mean scholarship index in ear training and sight singing for the least talented group is fifty-five. For the next to the

least talented group the scholarship index is sixty-seven. For the next to the highest group the scholarship index is seventy-five, and for the most talented group it is eighty-three. This is an average increase in scholarship index from group to group of nine points, and a difference of twenty-eight points between the least talented and the most talented groups.

Does psychological rating have as great influence upon musical achievement as does music talent? The means, medians, and standard deviations of the scholarship indexes in ear training and sight singing were computed for the students in each of the four groups in psychological rating. Table VI shows the result of this comparison. The mean scholarship index for the lowest group is fifty-nine. For the next to the lowest group it is sixty-six. For the next to the highest group the scholarship index is seventy-five, and for the highest group it is eighty-one.

TABLE V  
MEANS, MEDIANS, AND STANDARD DEVIATIONS OF THE SCHOLARSHIP INDEXES IN EAR TRAINING AND SIGHT SINGING OF THE STUDENTS AT VARIOUS LEVELS OF MUSIC TALENT

Group	Mean	S.D.	Median	Number
I	55.25	22.25	53.75	99
II	66.75	21.25	67.75	97
III	75.35	23.1	77.68	98
IV	82.85	17.33	82.83	99
Total	69.75	22.53	75.25	398

There is an average increase in the mean scholarship index from group to group of seven points, and a difference of twenty-one points between the lowest and the highest groups. If we take the median as the measure of central tendency, the difference between the lowest and the highest group is twenty-eight points.



TABLE VI  
MEANS, MEDIANS, AND STANDARD DEVIATIONS  
OF THE SCHOLARSHIP INDEXES IN EAR  
TRAINING AND SIGHT SINGING OF STU-  
DENTS AT VARIOUS LEVELS OF PSY-  
CHOLOGICAL RATINGS

Group	Mean	S.D.	Median	Number
I	59.5	21.35	57.33	94
II	65.83	19.3	64.8	97
III	74.73	18.49	78.7	87
IV	80.95	22.23	85.75	93
Total	69.75	22.53	75.25	398

It is interesting to note that eighty-five per cent of the students in the lowest talent group make grades in ear training and sight singing below the median of grades, while fifty-nine per cent make grades below the first quartile, and only eight per cent make grades above the third quartile. Of those students whose talent scores fall in the second quarter seventy-three per cent make grades below the median, thirty-six per cent below the first quartile, and nineteen per cent above the third quartile. Of those whose music talent scores fall in the next to the highest quarter sixty-two per cent make grades below the median, twenty per cent below the first quartile, and twenty-one per cent above the third quartile. Of those whose music talent scores fall in the highest quarter forty-six per cent make grades below the median, ten per cent below the first quartile, and thirty-nine per cent above the third quartile. Table VII shows these comparisons.

This is also indicated by the fact that fifty-nine per cent of the least talented group make grades below the first quartile, while only thirty-nine per cent of the most talented group make grades above the third quartile. From Table VII it seems that the music talent score of the student will predict quite well his tendency to make high or low grades in ear training and sight singing. These tests, in common with all other tests, predict failure with much more accuracy than they predict success.

Table VIII shows that eighty-six per cent of the students with the lowest psychological ratings make grades below the median of grades, while forty-nine per cent make grades below the first quartile, and only eight per cent make grades above the third quartile. Of those students whose psychological ratings fall in the next to the lowest quarter, seventy-nine per cent make grades below the median, thirty-three per cent below the first quartile, and eleven per cent above the third quartile. Of those students whose psychological ratings fall in the next to the highest quarter, fifty-six per cent make grades below the median, twenty-four per cent below the first quartile, and thirty per cent above the third quartile. Of those students whose psychological ratings fall in the highest quarter, thirty-nine per cent make grades below the median, fourteen per cent below the first quartile, and forty-five per cent above the third quartile.

Psychological ratings and music talent

TABLE VII  
DISTRIBUTION OF GRADES ACCORDING TO THE FOUR MUSIC TALENT GROUPS

Group	Per cent below median of grades	Per cent above median of grades	Per cent below $Q_1$ of grades	Per cent above $Q_3$ of grades	Number
I	84.85	15.15	58.58	8	99
II	73.19	26.81	36.08	18.55	97
III	62.24	37.36	20.41	21.43	98
IV	46.47	53.53	10.1	39.4	99

If these tests predicted success as well as failure it would seem that the percentage of the most talented students who make grades above the median of grades should be as high as that of the lowest talented group who make grades below the median. This, however, is not the case, the differences in the two percentages being thirty-one points.

scores seem to predict musical achievement with almost equal accuracy. If there is any difference, psychological ratings seem to predict better in the upper quarter, while music talent predicts better in the lowest quarter. However, it has been shown in a previous study that a high level of music talent must exist before psychological

TABLE VIII  
DISTRIBUTION OF GRADES ACCORDING TO THE FOUR PSYCHOLOGICAL RATING GROUPS

Group	Per cent below median of grades	Per cent above median of grades	Per cent below $Q_1$ of grades	Per cent above $Q_3$ of grades	Number
I	86.17	13.83	48.94	8.5	94
II	79.38	20.62	32.99	11.34	97
III	56.44	43.56	24.14	29.99	87
IV	38.72	61.28	13.98	45.16	93

ratings can exert much influence upon musical achievement.<sup>1</sup>

Table IX shows that one hundred per cent of the students whose music talent scores and psychological ratings are both in the lowest quarter make grades in ear training and sight singing below the median, while eighty per cent make grades below the first quartile. None make grades above the third quartile. Of these students

third quartile. Of those students whose music talent scores and psychological ratings both fall in the highest quarter, twenty-five per cent make grades below the median, seven per cent below the first quartile, and fifty-nine per cent above the third quartile.

It seems sure that no student whose music talent and psychological percentile are both in the lowest quarter will make a

TABLE IX  
DISTRIBUTION OF GRADES ACCORDING TO A COMBINATION OF THE FOUR MUSIC TALENT AND PSYCHOLOGICAL PERCENTILE GROUPS

Group	Per cent below median of grades	Per cent above median of grades	Per cent below $Q_1$ of grades	Per cent above $Q_3$ of grades	Number
I	100.	00.	79.63	00.	27
II	91.66	8.34	54.17	4.16	24
III	52.17	47.83	13.04	26.08	23
IV	25.	75.	6.81	59.09	44

whose music talent scores and psychological ratings are both in the next to the lowest quarter, ninety-two per cent make grades below the median, fifty-four per cent below the first quartile, and four per cent above the third quartile. Of those students whose music talent scores and psychological ratings both fall in the next to the highest quarter, fifty-two per cent make grades below the

grade above the median. Prediction here seems quite accurate. On the other hand, seventy-five per cent of the students whose music talent and psychological rating are both in the highest quarter will make grades above the median.

The mean scholarship index in ear training and sight singing of students whose music talent scores and psychological per-

TABLE X  
MEANS, MEDIANS, AND STANDARD DEVIATIONS OF THE SCHOLARSHIP INDEXES IN EAR TRAINING AND SIGHT SINGING OF STUDENTS AT VARIOUS LEVELS OF MUSIC TALENT AND PSYCHOLOGICAL RATING

Group	Mean	S.D.	Median	Number
I	43.	17.	40.75	27
II	58.5	14.	55.25	24
III	79.	16.	92.5	23
IV	90.93	14.	80.	44
Total	70.93	24.5	76.48	118

median, thirteen per cent below the first quartile, and twenty-six per cent above the

centiles both fall in the lowest quarter is forty-three. The mean scholarship index for those whose music talent and psychological ratings both fall in the next to the lowest quarter is fifty-eight. For those in the next to the highest quarter, the scholar-

<sup>1</sup>Lowell M. Tilson, "A Study of the Predictive Value of Music Talent Tests for Teacher Training Purposes," *The Teachers College Journal*, (Vol. III, No. 2), p. 123.

ship index is seventy-nine, while for those in the highest quarter it is ninety-one. Table X shows the result of these comparisons.

There is a difference in the mean scholarship index between the lowest group and the highest group of forty-seven points, and an average increase from group to group of sixteen points. The difference between the medians of the lowest and the highest groups is fifty-two points. Since a scholarship index of fifty is required in the special field before the student is permitted to take supervised teaching, more than two-thirds of those in the lowest quarter would be ineligible for supervised teaching even if they succeeded in staying on the special music curriculum that long.

#### CONCLUSIONS

##### *Specific Answers to Major Questions*

1. The review of the data presented in this study seems to indicate that musical achievement can be fairly well predicted by performance on the Seashore Musical Talent Tests.

2. The following answers to questions raised by the study seem to be justified by the data presented:

a. The medians of the various music talent scores of the special music students are an average of thirty-three points higher than those of the students on non-music courses.

b. The mean of the psychological percentiles of the freshmen music students is three points higher than that of the freshmen in the entire school.

c. The correlation between music talent scores and quarter grades in ear training and sight singing is  $.461 \pm .027$ .

d. The correlation between the psychological ratings and quarter grades in ear training and sight singing is  $.399 \pm .042$ .

e. Eighty-five per cent of the students whose music talent scores fall in the lowest quarter make grades below the median, and fifty-four per cent of those whose talent scores fall in the highest quarter make grades above the median.

f. Eighty-six per cent of the students whose psychological percentiles fall in the lowest quarter make grades in ear training and sight singing below the median, and sixty-one per cent of those whose psycho-

logical percentiles fall in the highest quarter make grades above the median.

g. When both music talent and psychological percentiles are in the lowest quarter one hundred per cent make grades below the median, and eighty per cent make grades below the first quartile. When both music talent and psychological ratings are in the highest quarter seventy-five per cent make grades above the median.

h. The mean scholarship index in ear training and sight singing for students whose music talent scores are in the lowest quarter is fifty-five. For those whose talent scores are in the second quarter the scholarship index is sixty-seven, for those whose talent scores are in the third quarter the scholarship index is seventy-five, and for those in the highest quarter it is eighty-three.

i. The mean scholarship index in ear training and sight singing for those students whose psychological percentiles are in the lowest quarter is fifty-nine, for those in the second quarter it is sixty-six, for those in the third quarter it is seventy-five, and for those in the highest quarter it is eighty-one.

j. The mean scholarship index in ear training and sight singing for those students whose music talent scores and psychological percentiles are both in the lowest quarter is forty-three, for those in the second quarter of talent and psychological percentiles rating the scholarship index is fifty, for those in the third quarter it is seventy-nine, and for those in the highest quarter it is ninety-one.

##### *Interpretation of the Findings*

The purpose of the study is to determine what students with various levels of music talent and psychological rating will achieve in musical performance. It can be predicted that one hundred per cent of the students with music talent and psychological rating in the lowest quarter will make grades in ear training and sight singing below the median. It can also be predicted that the average scholarship index of these students will be forty-three. Since this is seven points lower than that required for permission to take supervised teaching in the training school it seems clear that these students

should be asked to withdraw from the music curriculum.

It can be predicted that almost nine out of ten students whose music talent score is in the lowest quarter will make grades below the median regardless of their psychological percentile.

It can be predicted that the average scholarship index in ear training and sight singing of the students with both music talent score and psychological percentile in the highest quarter will be ninety-one.

#### *Practical Application of the Findings*

Since we know what the musical achievement of the four hundred students at various levels of music talent and psychological rating has been during the last ten years, it seems fairly safe to predict what entering freshmen with similar levels of talent and psychological rating will do. Table XI shows the means, medians, standard deviations, and quartiles of the composite standard scores in music talent of the 401 students who have entered the department of music during the last ten years and the psychological ratings of 378 of the students who have entered the department of music during the last ten years.

TABLE XI  
MEAN, MEDIAN, STANDARD DEVIATION, AND  
QUARTILE POINTS IN MUSIC TALENT AND  
PSYCHOLOGICAL TESTS

	Music talent test	Psycholog- ical test
Mean.....	+ .337	52.
S. D.....	3.257	28.05
Median.....	+ .356	53.7
First quartile....	-1.969	28.375
Third quartile....	+ 2.381	77.188
Number.....	401	378

By comparing the talent score of an entering freshman with this table his talent level can easily be ascertained. The entering student's level in psychological rating can also be determined by comparing his score with this table.

Table XII shows the average scholarship index in ear training and sight singing

for students at all levels of music talent and psychological rating.

By the use of this table it may be predicted what might reasonably be expected of students entering college as freshmen when we know their talent scores and psychological ratings. This prediction is based upon the performance of four hundred students who have entered the department of music at the college during the last ten years. As an illustration, suppose the composite standard score in music talent of an entering freshman were -7, and his psychological rating were 78. By reference to Table XI we note that his talent score falls in the second quarter and his psychological rating falls in the fourth quarter. By reference to Table XII we find that such a student might reasonably be expected to earn a scholarship index of around 75.5.

A study of Table X and Table XII reveals: (1) that the scholarship index in ear training and sight singing rises sharply as the talent scores and psychological ratings rise: (2) that within a group having the same talent the scholarship index varies with the psychological ratings.

In view of the data presented it seems safe to say that the students with music talent scores and psychological ratings below the first quartile should be strongly advised to withdraw from the music curriculum. This conclusion is still further supported by a check up of all the graduates from the department of music at the Indiana State Teachers College. It was found that of all those students who have graduated in the last ten years only two with talent scores below the first quartile are now teaching, and these two are only a fraction of a point below.

Since there is a variation in the standard of work done in different institutions it will be necessary for each institution that wishes to use this kind of measure as a basis of admission to make a study of its own students and reach conclusions on the basis of the standard of work done in that particular institution.

(Table XII will be found on Page 180.)



# The Philosophy of a Master Teacher

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Since the establishment of the Indiana State Teachers College (formerly the Indiana State Normal School) about sixty-five years ago, many men and women have faithfully served the institution in various capacities. The policy and work, as well as the efficiency, of the institution in establishing the present reputation and standing of the school can be traced directly to the untiring efforts of these faithful servants.

The name of Francis M. Stalker will always stand high among the list of educational leaders who have contributed most to this great institution for the training of teachers. It is doubtful if any teacher ever mixed more practical or helpful philosophy with his teaching than did Mr. Stalker, who served this institution for a period of about forty years. He tried at all times to interpret his subject for his students in terms of present day life values. This gave his subject added value and served to motivate his efforts because students were not left to flounder for themselves in handling materials they studied. This practical philosophy of clear thinking and clean living dominated all his teaching and served as a challenge to his students at all times.

He was interested in every student enrolled in his classes. He taught by the "drawing out process" rather than the "pouring-in process." The thousands of students enrolled in his classes during his long period of service at Indiana State were taught that life is just about what we make it. He was a firm believer in hard work and set a splendid example for his students by hard and efficient work himself.

During my experience as a student in Mr. Stalker's classes I was so impressed by his practical teaching that I set aside a section of my notebook in which I recorded nothing

else except the many pointed and practical remarks that he made in class. His teaching always opened avenues for his students to get more from his courses than merely a mastery of the subject matter. The notebook I kept in his classes was among the few I have preserved for future use and reference.

Since the time I was a student in his classes I have frequently referred to those comments in my notebook and have found them just as interesting and helpful today as they were when recorded. Since hundreds of others have been similarly impressed by the practical philosophy of this master teacher, I have selected several of his remarks (from my notebook) which I feel reflect in a splendid way the spirit of the man as well as present a few valuable thoughts that are still gems today.

1. Wisdom is the capacity to think.
2. Assimilation and not accumulation of facts is knowledge.
3. We feed the mind, God directs it.
4. The problem of education is universally individual.
5. Education must inspire as well as instruct in the mastery of subject matter, formation of habits, the acquisition of skills, etc.
6. Some people can't see good in anything unless you label it as such.
7. Everything good is mine, I am going to take it and use it.
8. You must touch the point of life for the boy or girl to interest them.
9. The founding of a home depends only upon the eternal principle of love.
10. Freedom can come only through obedience to universal law.
11. The balance of power today is strongly in favor of humanism.
12. Human immanence is divine immanence.

13. God does not reward or punish, we do it ourselves, for we are responsible to ourselves.

14. Educational ideals and practice always follow community ideals; but they never meet.

15. If we knew the truth what would we care for other people's opinions.

16. To teach school successfully you must make things definite, concrete, and as interesting as possible, making the points touch every pupil's life.

17. If you really want to teach school you must always be a student.

18. Nothing is really interesting unless it touches or affects you in some way, or is a part of your life, so remember the same thing is true about your pupils.

19. There is an "order of things" in this universe of ours, which is evidence to me of the God that created it.

20. A little religion is a dangerous thing. Drink deep and get anchored.

21. You should always approach a difficult or important problem with an open mind.

22. I want to know the truth, though the heavens fall.

23. No one has any right to destroy unless he can construct.

24. Education in the world consists of an awaking, a growth, or a development.

25. When you grow up think like a grown-up, not like a child; but reserve or rather preserve that power or ability to think like a child.

26. I am interested in a person's religion; but care nothing at all about his

theocracy.

27. If I were a preacher, I would preach almost every Sunday on this topic: "But Moses Went Up"—and so we can go up.

28. A perfect democracy is (or will be) a theocracy—born of the wisdom of God.

29. The chief purpose of any teacher is to get his class to think straight and to preserve the individuality of each student.

30. Mt. Herman, the Mountain of right spirit, is the Mountain you want to climb.

31. Sometimes adversity is a much greater teacher than prosperity.

32. I don't believe any one was ever born who was not religious to a degree.

33. An infidel is one who does not think as you do.

34. If you do the best you can today, you need not worry about tomorrow.

35. Women will never find a higher calling than that of home-making.

36. The only happiness that will ever come in the world will be the result of having done good work—discover this for yourself—early in life.

37. It is always worth something to be going somewhere, and it is worth still more, to get there, providing your destiny is some worthy goal.

38. What we need is teachers that can teach boys and girls. Teachers that have been baptised with the spirit of teaching.

39. The great thing in the world is to find out that if you amount to anything in this world, you must do it yourself.

40. The Sermon on the Mount contains all the Christian religion of today, in its simplicity.

## Around The Reading Table

EVERETT, SAMUEL. *Democracy Faces the Future*. Columbia University Press, Columbia University, New York, 1935. 269 pp.

The author has surveyed much of the recent American literature bearing on economic, social, and political change, in the attempt "to evolve a social theory which will indicate desirable directions of movement for American social change, and then, using social theory as a fundamental base, to construct a desirable educational theory." He takes a liberal view of such matters as individualism, technology, art, science, distribution of income and wealth, property, profit making, contract, competition, economic planning, nationalism, internationalism, pressure groups, facts and myths about democracy, freedom, and motives. In his discussion of these topics one may observe the traces of Tugwell, Berle and Means, Dewey, Beard, Gruening, Epstein, Flynn, Ward, Kilpatrick, Chase, Keezer, Ripley, Soule, Kent, Odegard, Laski, Wallace, and others. About forty pages are given to bibliographical notes on the chapters. The work is the result of careful reading, with a bent for "the general welfare." The book has an excellent index. A preface of four pages gives the setting of the book.

A few quotations will give more definitely the author's point of view. "The conditions of the times require that educators, as well as all other major social groups, work to control and guide social change." (p. 196) "The new-type progressive school, as well as the more formal school, does not as yet prepare children to deal with the dynamic problems of modern life." (p. 200) "The new education will be interested in stimulating the formulation of various socio-economic plans for the reconstruction of society." (p. 209) "Students and teachers of the new education will form pressure groups which will carry on a steady agitation for the socio-economic changes which are believed to be desirable. Realistic study and positive action of this kind will make education a positive force for community, national, and international betterment." (p. 209) "In order to fight the necessary battles of educational reconstruction directed toward the new education in the new society, groups of educators with social vision must organize." (p. 213) "Very few educators are at present intellectually prepared to carry on the needed type of work." (p. 195)

The work is very valuable just for the survey of current thinking on modern problems. The interpretation and philosophy are challenging to both "initiated and uninitiated." Every educator ought to read this book and then follow up by reading a half dozen or more of the good books cited in the bibliographies.

—Waldo F. Mitchell

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"A Salary Study for the Lexington Schools." *Bulletin of Bureau of School Service*, Volume VII, Number 3. College of Education, University of Kentucky, Lexington, Kentucky, March, 1935, pp. 55.

This study was made after the passage of the new new school code for Kentucky by the 1934 legislature. It is divided into four chapters: The Status of Teachers' Salaries in the Lexington Schools; Factors Involved in Salary Scheduling; The Salary Schedule; and The Cost of the Salary Schedule.

SMITH, HENRY LESTER and FOREST RUBY NOFFSINGER. "Bibliography of School Building, Grounds, and Equipment. Part IV." *Bulletin of the School of Education*, Vol. XI, No. 2. Indiana University, Bloomington, Indiana, March 1935, 216 pp.

The authors' statement in the foreword sets forth the contents of this bulletin better than anything else. It is quoted herewith: "In January, 1928, the Bureau of Cooperative Research published (as Vol. 4, No. 3, of the Bulletin of the School of Education, Indiana University) a comprehensive Bibliography of School Buildings, Grounds, and Equipment under the authorship of Henry Lester Smith and Leo M. Chamberlain. This bibliography, which included only references previous to October, 1927, was continued by Henry Lester Smith and Forest Ruby Noffsinger in Parts II and III to include references from October, 1927, to April, 1932. Part IV is a further extension of the bibliography, and includes material from April, 1932, to October, 1934. The four bulletins are to be known as Parts, I, II, III, and IV of *A Bibliography of School Buildings, Grounds, and Equipment*, the original study being Part I and the present study being Part IV. The four parts should be used together, as there is no overlapping of references."

CRAYTON, SHERMAN G. *A Proposed Program for the Care and Education of Kentucky's Handicapped Children, Based upon Current Practice and Philosophy within the State and throughout the United States.* Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Vol. VII, No. 1, Lexington, 1934. 268 pp.

This book is the outcome of the appointment of a Committee on the Education of Handicapped Children as a sub-committee of the Commission to Study Public Education in the State of Kentucky by the Governor. It includes a thorough study of the problem of the care and education of handicapped children in other states as well as in Kentucky. The study was made by Mr. Crayton upon the authorization of the committee at its first meeting.

The purpose of the study was to analyze the practices, methods, and procedures followed by the other states as well as Kentucky in the care of handicapped children and to evaluate these practices, etc., and in the light of this evaluation to evolve a functional and progressive program for Kentucky in the care of the children who come under the heading of "handicapped children."

The types of children included in the study are the blind and partially sighted; the crippled, including the tubercular and the cardiac; the deaf and hard of hearing;

the feeble minded; and the socially maladjusted. The schools studied included state residential schools, public day schools and special classes, and other agencies engaged in the education of handicapped children. The investigation included investigation of administrative control, location and classification of pupils, curriculum, provisions for educational and physical welfare of pupils, parole and supervision of the feeble minded and the socially maladjusted, financial support of the program, prevention, inasmuch as these affected each of the types of schools, institutions, and agencies.

The investigation revealed the need for a census in most of the groups and for a central register. Thirteen specific general recommendations were made by the committee, which cannot be listed here, as well as a group of specific recommendations for each group of handicapped children.

SMITH, HENRY LESTER, ROBERT STEWART MCELHINNEY, AND GEORGE RENWICK STEELE. "The Old World Historical Background of Religious and Moral Education in Schools." Vol. X, No. 4, *Bulletin of The School of Education*, Indiana University, Bloomington, Indiana, September 1934. 137 pp.

This study is the first of a series of three publications on the subject of religious and moral education in different types of schools.

(Continued from Page 176.)

TABLE XII

MEANS, MEDIANS, AND STANDARD DEVIATIONS OF THE SCHOLARSHIP INDEXES IN EAR TRAINING AND SIGHT SINGING OF STUDENTS AT VARIOUS LEVELS OF MUSIC TALENT AND PSYCHOLOGICAL RATING

Music talent score	Psychological rating	Mean	S. D.	Median	Number
1st quarter	1st quarter	43.	17.	40.75	27
1st quarter	2nd quarter	60.	19.	55.75	29
1st quarter	3rd quarter	65.5	23.25	75.	26
1st quarter	4th quarter	72.	20.	53.25	9
2nd quarter	1st quarter	60.25	23.5	60.5	24
2nd quarter	2nd quarter	58.5	14.	55.25	24
2nd quarter	3rd quarter	72.5	20	72.25	29
2nd quarter	4th quarter	75.5	20.25	83.25	16
3rd quarter	1st quarter	64.5	21.25	64.	23
3rd quarter	2nd quarter	72.25	15.	75.	26
3rd quarter	3rd quarter	79.	16.	80.75	23
3rd quarter	4th quarter	80.	15.75	83.75	20
4th quarter	1st quarter	63.	12.5	65.75	14
4th quarter	2nd quarter	77.75	13.25	78.25	21
4th quarter	3rd quarter	84.75	15.75	86.	14
4th quarter	4th quarter	90.93	14.	92.5	44